H. Now
Black Point - San Francisco
Fort Mac
San Francisco
Text of Truman's Civil Rights Talk at Howard University

The Administration is a grand opportunity for all of us to solve our myriad problems and to bring our nation closer together. And the solution of these problems is a matter of great national importance.

President Truman, in his address to Howard University, on the subject of "The South in the Postwar Era," spoke of the need for racial integration and equal opportunity. He emphasized the importance of education for all people, regardless of race or color. He also spoke of the need for cooperation between the federal government and the states in order to achieve these goals.

President Truman's speech was well received by the audience, and he was applauded for his efforts to promote civil rights and equality. The speech was a reminder of the important role that education plays in the development of a democratic society, and it was a call to action for all Americans to work together to achieve a more just and equitable society.

Motion Grows Stranger

By Practicing Belief

We are asked today to perform a difficult task, for we know that it is right. We know that it is a moral duty to do what is right, no matter what the consequences may be. We know that it is a duty to our children and to future generations to stand up for what is just and right.

President Truman's speech was a call to action, and we must heed his words. We must stand up for what is right, and we must work together to achieve a more just and equitable society. We must not allow our fears or our prejudices to stand in the way of progress. We must be willing to take risks and to stand up for what we believe in.

Progress Has Been Made

But It's Still Slow

It is a fitting time to reflect on the progress that has been made in the struggle for civil rights, and to remember the sacrifices that have been made by so many brave people. There have been gains in education, in employment, and in the rights of minorities. But we must not rest on our laurels, for there is still much work to be done.

President Truman's speech was a reminder of the importance of continuing the struggle for civil rights, and of the need for moral leadership in order to achieve our goals. We must continue to work together, and we must be willing to make the sacrifices necessary to achieve a more just and equitable society.

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Upset Duke Battles Western Michigan to Stay in NCAA Play

Oaks Owner’s Feud With Rickey Miss Warlock Pacing Nets Him $8,500 in Gregg Deal

Green Hunters Class in Uppererville Show

All-Hill Nine Favored Baltimore Pace Lures

In Game Tomorrow

With Prep Stars

Crack Field Tonight

At Laurel Raceway

Mrs. Brawner Wins Harris Cup In Golf Tie Playoff at Argyle

Laurel Entries For Tonight

Assembly Hall At Sugrave

Society and Clubs

AAUW Group Heats Talk On Point 4
one of Uncle John's children. I know Sam Otis died in Hallowe'en last fall and probably wrote you more. Possibly you know that your father's appointment to West Point came through Uncle John because his own son William Otis (Mama's own Burt) did not pass the physical examination. 

185 Lancaster St.
Albany, N. Y.
Feb. 10, 1919

Dear Cousin Harry,

This letter is to tell you that your ancestors first wife was Mama Otis, Uncle John Otis' oldest daughter and as Uncle John was married twice, Elizabeth Otis who was the only
children by his first wife all had weak lungs but two of the sons who went to Texas to live were fairly well. Maria Poles Wm. Bunch Danny and Franklin Otis all died of consumption & known nothing of the Barleys. Of course mother was so much younger than any of her brothers and sisters they were more like uncles and aunts.

To the late Uncle John was a U.S. Representative and quite prominent in Hallowell and in the State of Maine and as he had some business connection with the U. S. I heard more about him. I had a Ymas letter from Elizabeth Otis so you can write her for more information.

We were much pleased with Mrs. W. E. Phelps and very glad to see her.
EDUCATION OF NEGRO LAUDED BY HOOVER

President Tells Howard University Graduates Their Alma Mater Is Helping to Build the Nation.

TRAINING FUTURE LEADERS

Mrs. Hoover and Secretary Wirth

Mrs. Hoover and Secretary Wirth are shown in the picture.

The President's Address.

The President said:

It is an inspiration to come this night to Howard University, whose centennial is being observed, and to know that the Federal Government has continued to give support, not only for the meeting of an obligation that has already continued for a century and a half, but for the development of higher education and of teaching opportunities for the training of leaders who shall be in charge of the public schools upon which it is so important that they should be well trained and well prepared to do their duties.

This is particularly true today, when we have so many pressing problems of race, when we have so many needs for education, and when we have so many needs for the development of leaders who shall be able to meet these problems and to meet the needs of education.

Being Proud of Leadership.

Through the institution which you represent, this young generation of leaders becomes trained leaders.

People are thinking of it as a great institution, and I know that it is important to this generation that we should do our duty.

We should do our duty by our country and by the world.

These are the things that we should do.

We should be proud of our leaders, and we should be proud of the work that they are doing.

We should be proud of the fact that they are being trained here at Howard University.

We should be proud of the fact that we are doing our duty to our country and to the world by training leaders who shall be able to meet the needs of education and to meet the needs of the world.

We should be proud of the fact that we are doing our duty by our country and by the world by training leaders who shall be able to meet the needs of education and to meet the needs of the world.

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DR. LEISHURE DIES IN COUNTRY HOME

Comment on Suicide Story Is Refused by Westport Official
After Doctor's Sudden End.

ON HOSPITAL STAFF HERE

He Was Head of Department at Luthern Hospital—Was an Acquaintance of Organist.

BY I. C. FORRESTER

WESTPORT, Conn., June 12.—The suicide of Dr. James Leishure, the overdue and well-known organist of the First Congregational Church in New York City, was the chief event of the night of June 11 in the Luthern Hospital in this city.

Dr. Leishure, who was 56 years old, was pronounced dead of a self-inflicted wound by Dr. Henry H. Phillips, the chief surgeon of the hospital, who was called to the case. It is said that Dr. Leishure had left a suicide note, which will not be released, at headquarters of the hospital.

Dr. Leishure was a well-known organist in New York City and was a frequent contributor to the music departments of the newspapers. He was a member of the New York Symphony Orchestra and was a frequent performer at the Luthern Church in New York City.

The suicide note, which was found in the pocket of Dr. Leishure's coat, was written in a hurried manner and contained no indication of the reason for the suicide.

Dr. Leishure was a member of the Luthern Church in New York City and was a frequent contributor to the music departments of the newspapers. He was a member of the New York Symphony Orchestra and was a frequent performer at the Luthern Church in New York City.

WISCONSIN CHARGES CURTIS WITH "OPPRESIVE" GUIDON

Charges of oppression found in the Wisconsin area by the Wisconsin State Industrials Commission were made yesterday against Mayor William W. Keating of Milwaukee. The commission recently appointed Charles T. Curtis, a former industrial commissioner, to investigate the charges and report on them. Curtis is expected to return to Milwaukee this week and will conduct a thorough investigation of the case.

The charges come out of an investigation conducted by the Wisconsin State Industrials Commission, a state agency that was created to investigate and report on conditions of industrial workers in the state. The commission is empowered to file charges against employers who violate state labor laws, and to recommend remedies to improve working conditions.

COMPLAINTS AGAINST JUDGE

Wisconsin Charges Curtis With "Oppressive" Guidon

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General Howard was in forty-six battles and engagements from Bull Run to Bentonville, and speaks with such authority and in so interesting a style that those exciting days are vividly brought before his hearers.
A lecture by General Howard is a piece of history. These lectures are especially adapted to Patriotic Days at Chautauqua and other assemblies.
For terms address CHAS. L. WAGNER, Lyceum Bureau, 609 Steinway Hall, or H. S. HOWARD, Burlington, Vermont.
WAR LECTURES

By

Gen. O. O. Howard,
Author of "Fighting for Humanity."
"Donald's School Days," "Henry in the War," etc.

(See other side)
LECTURES
ON THE
Great Civil War, 1861-1865
by the last great army commander
MAJOR-GENERAL O. O. HOWARD, L.L.D.
former commander of the Army of the Tennessee, 1864-5.

SUBJECTS FOR 1901-1902.

1. Grant and his Generals.
2. Sherman and his March to the Sea.
3. Thomas, the Rock of Chickamauga.
   (Personal reminiscences of these famous generals)
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(SEE OTHER SIDE)
GENERAL ORDERS,  
HEADQUARTERS OF THE ARMY,  
ADJUTANT GENERAL'S OFFICE,  
No. 57.  
Washington, November 8, 1894.

The following order has been received from the War Department:

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General Howard entered the Military Academy in 1850, and was graduated therefrom among the honor men of his class in 1854. He was thereupon appointed in the Ordnance Department, and, after attaining the grade of first lieutenant, resigned his position in the Army in June, 1861, upon the outbreak of the late war, to accept a commission as colonel of the 3d Maine Volunteers. He was promoted to be brigadier general of volunteers in September, 1861, and major general of volunteers in 1862. He served in the field continuously during the war, and was engaged in thirty-five combats and actions, and many skirmishes. At Fair Oaks, Virginia, he lost his right arm. For distinguished bravery in this action he has received a medal of honor. The thanks of Congress were tendered to him for skill and heroic valor at Gettysburg. He became a corps commander in 1863 and was assigned to the command of the Army of the Tennessee in 1864. In the campaign of 1864 he was again wounded. He was appointed from the volunteers a brigadier general in the permanent establishment in 1864, and was promoted to be major general in 1866. He received the brevet of major general "for gallant and meritorious services in the battle of Ezra Church, and during the campaign against Atlanta, Georgia." While commander of the Department of the Columbia, he led the troops in person, in 1877, in a campaign against the Nez Perces Indians, and, in 1878, against the Bannocks and Pintos. He was, later, Superintendent of the United States Military Academy at West Point, and afterwards, in turn, commander of the Department of the Platte, of the Division of the Pacific, and of the Division of the Atlantic. He retires from active service as commander of the Department of the East.

Major General Howard's long, varied, and distinguished career has been characterized by marked ability in the command of troops and great gallantry in action; by unselfish patriotism and broad philanthropy. He has deserved the gratitude of his countrymen, and the rest provided by law after the close of a long and faithful military service.

DANIEL S. LAMONT,  
Secretary of War.

General Howard will repair to his home. The travel enjoined is necessary for the public service.

BY COMMAND OF MAJOR GENERAL SCHOFIELD:

GEO. D. RUGGLES,  
Adjutant General.
HEADQUARTERS OF THE ARMY,
Adjutant General's Office,
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By command of Major General Schofield:

GEO. D. RUGGLES,
Adjutant General.
The following words are from the text of the paper:

"For the purposes of this paper, it is important to understand that..."

This is a continuation of the preceding paragraph, discussing the importance of understanding certain key points in the field being studied. The text explores how these points are interconnected and how they contribute to the overall framework of the research. It emphasizes the need for a comprehensive approach to analyzing the data presented and the implications of these findings for future studies in the same area. The author highlights the significance of these observations and how they can guide future research directions.
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HEADQUARTERS OF THE ARMY,
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He was promoted to be brigadier general of volunteers in September, 1861, and major general of volunteers in 1862. He served in the field continuously during the war, and was engaged in thirty-five combats and actions, and many skirmishes. At Fair Oaks, Virginia, he lost his right arm. For distinguished bravery in this action he has received a medal of honor. The thanks of Congress were tendered to him for skill and heroic valor at Gettysburg.

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GENERAL ORDERS, \{ HEADQUARTERS OF THE ARMY,
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BY COMMAND OF MAJOR GENERAL SCHOFIELD:

GEO. D. RUGGLES,
Adjutant General.
HEADQUARTERS OF THE ARMY,
ADJUTANT GENERAL'S OFFICE,
WASHINGTON, NOVEMBER 8, 1894.

The following order has been received from the War Department:

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GENERAL ORDERS,  
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No. 57.  
ADJUTANT GENERAL'S OFFICE,  
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DANIEL S. LAMONT,  
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BY COMMAND OF MAJOR GENERAL SCHOFIELD:

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General Orders,  
HEADQUARTERS OF THE ARMY,
ADJUTANT GENERAL'S OFFICE,
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WAR DEPARTMENT, Washington, November 8, 1894.

By direction of the President, the retirement from active service this day, by operation of law, of Major General Oliver O. Howard, under the provisions of the act of June 30, 1882, is announced.

General Howard entered the Military Academy in 1850, and was graduated therefrom among the honor men of his class in 1854. He was thereupon appointed in the Ordnance Department, and, after attaining the grade of first lieutenant, resigned his position in the Army in June, 1861, upon the outbreak of the late war, to accept a commission as colonel of the 3d Maine Volunteers. He was promoted to be brigadier general of volunteers in September, 1861, and major general of volunteers in 1862. He served in the field continuously during the war, and was engaged in thirty-five combats and actions, and many skirmishes. At Fair Oaks, Virginia, he lost his right arm. For distinguished bravery in this action he has received a medal of honor. The thanks of Congress were tendered to him for skill and heroic valor at Gettysburg.

He became a corps commander in 1863 and was assigned to the command of the Army of the Tennessee in 1864. In the campaign of 1864 he was again wounded. He was appointed from the volunteers a brigadier general in the permanent establishment in 1864, and was promoted to be major general in 1866. He received the brevet of major general "for gallant and meritorious services in the battle of Ezra Church, and during the campaign against Atlanta, Georgia." While commander of the Department of the Columbia, he led the troops in person, in 1867, in a campaign against the Nez Perces Indians, and, in 1878, against the Bannocks and Piutes. He was, later, Superintendent of the United States Military Academy at West Point, and afterwards, in turn, commander of the Department of the Plate, of the Division of the Pacific, and of the Division of the Atlantic. He retires from active service as commander of the Department of the East.

Major General Howard's long, varied, and distinguished career has been characterized by marked ability in the command of troops and great gallantry in action; by unselfish patriotism and broad philanthropy. He has deserved the gratitude of his countrymen, and the rest provided by law after the close of a long and faithful military service.

DANIEL S. LAMONT,  
Secretary of War.

General Howard will repair to his home. The travel enjoined is necessary for the public service.

BY COMMAND OF MAJOR GENERAL SCHOFIELD:  

GEO. D. RUGGLES,  
Adjutant General.
Mr. President and Members of the Board of Trustees:

We, the members of the Howard family, appreciate very much your kind invitation to be present on this occasion and feel it a great honor to be associated with you in these Charter Day exercises.

Friends of the University,

The lines from the poem "I remember I remember the house where I was born the little window where the sun came creeping in at morning seem quite appropriate as that house is on this campus."
The house where I was born while my parents were living here is helping to form Howard University.

When John Drinkwater, English author of the strange "Alabama Lincoln" visited this country, he said, he was most impressed by the fact that he met or talked with those who had known Lincoln.

In years to come you won't recall what I've said to you today, but some of you may remember that you listened to.
The daughter of General Oliver Otto Howard and his wife, Elizabeth, who shared with him all his joys and sorrows, his problems and his successes.

In his memoirs, when speaking of the years in Washington, he wrote:

"Through all of them the comfort of a wise and devoted wife and a strong belief in the goodness of God, were very municipal reliance."

The Howard Tradition.

The legacy of brevity.
example of Christ. My
parents are summed up for me in the words
"Noblene Alle.
I this motto early
in life became very
real to me.
You graduate. Undergrad.
Honored too share the
Howard Tradition, the
Legacy of Opportunity.
The Example of More
Splendid Founders of
Your Alma Mater; it is
not your right, yes, your priv
iledged due to adopt as your
motto. "Noblene Alle."
HEAD-QUARTERS DEPARTMENT & ARMY OF THE TENNESSEE,
Near Pocotaligo, S/C. Jan. 29, 1865.

Hon. Henry Wilson:—

Dear Sir:—

We have just entered on the new campaign and the movement has permitted me to visit Beaufort and the neighboring Islands and spend quite a little time in observing the system of operations in that quarter. I have been highly gratified with the results of the efforts that have been put forth by government agents and others. I visited a school on St. Helena. On my way, in company with General Saxton I observed plantations inhabited by well dressed negroes who have already earned enough to purchase a home and farm and take pride in the ownership. The school house I visited was erected by the teachers themselves, large enough for about 200 scholars. The teachers Miss Towne and the Misses Murray have devoted themselves to the work of the black children as I understand without compensation.

The house had three apartments, a main room and two wings; the smaller scholars in the center and the larger in the wings. In government arrangement and whatever pertained to completeness in school machinery,—all that is desirable—could be observed there. Some of the scholars were learning arithmetic, some reading, writing and spelling. Nearly all the larger scholars, some of the smaller could read really well. After listening to the usual exercises of a Massachusetts school the children were faced toward the center and the doors thrown open and all joined in singing several pieces.
Dear Mr. Wilson:

We have just entered on the farm community this fall and
have been delighted to find that the various efforts
made by the cooperative to improve the farm have
proved of great benefit to the members. The farm
Association has been much appreciated by the farmers
and has proved to be a valuable asset to the community.

In conclusion, I would like to express my thanks for
the hospitality and kindness shown to us during our
stay. We hope to return in the future and look forward
to further cooperation.

Sincerely yours,

[Signature]
I came away convinced that these schools were the thing. That is, that they were the ground work of freedom. I visited two schools on the Smith Plantation that had been but a short time in existence. Here I found the same admirable system of instructions with good results. At Beaufort the schools presented the same features and I noticed that the slowness of mind so often evidenced by negroes was to a great extent overcome. The teachers gave out questions for reconsidering and required answers instantly. These were solved by the majority with wonderful quickness as well as correctness. I subsequently went into the Sabbath schools and saw there also the evidence of benvolent efforts in behalf of these children. The grown people left here are for the most part of a lower class, i.e., with less intelligence than those who followed us in Georgia, so that if the children derived from such progeniture can acquire the rudiments of education and learn to think and act quickly we may justly infer that the other children will not fall behind them when a kind Providence shall open up the same privileges and as the grown people are mostly industrious and are ambitious to own land and earn money and have a home, and as a large number have already succeeded in accomplishing these results in spite of prejudice and perdictions to the contrary, I am of the opinion that we had better things to hope for in this country than was secured by emancipation in Jamaica. Doubtless the negroes will have to be protected for some time against Anglo-American acumen; and their labor and education fostered by what is called, "Yankee Fanaticism", but what is really Christian Self-Sacrifice. General Rufus Saxton has often been subjected
There has been so much misrepresentation of the motives of honest men have been so misconstrued and the character of the purest, noblest, most self sacrificing of our American Ladies has been so maliciously assailed that I wish to place on record my opinion derived from a brief visit and nasty observation which has doubtless been modified materially by other cares and pressing duties. I am convinced now more than ever that the hands of a kind Father is conducting this revolution and that sooner or later all our heterogeneous elements of every hue and color will be moulded into one homogeneous whole.

All we have to do is, "To labor and to wait", or as our friend Beecher says, "Stand up to our Convictions of truth and duty". May God Bless you in the performance of your onerous duties. Accept my congratulations on your re-election, and believe me

Ever yours,

(Signed) O. O. Howard, Major General, U.S. Army.

Dictated.
There are few or none, I offer, to the recommendation of the of course may have been seen or heard by the most of the business, although more, with solicitude or the same that I wish to place or receive. My opinion formed from a certain point of view.

I am convinced that your point of view is entirely consistent with the point of view stated above. And it is not the only point of view I have. All that I have to say is, "To poster with ten words and express my sentiments".  

Yours,

[Signature]
ADDRESS -- by Elizabeth Howard Bancroft,
daughter of Major General Oliver Otis
Howard, for whom Howard High School was
named -- Dedication of the Howard High
School, February 12, 1929, Wilmington,
Delaware.

Mr. Chairman, Members of the Board of Education, Special
Friends of Education, and Fellow Citizens:—

When John Drinkwater, author of his wonderful drama,
"Abraham Lincoln", visited this country, he said he was most
impressed by the fact he could talk with those who had seen
and known Lincoln. You won't recall, in years to come,
what I say to you this afternoon, but some of you may
remember you listened to the daughter of General Oliver Otis
Howard.

History records that he was Philanthropist, Educator,
a Military man, and a devout Christian. Today, we are thinking
of him more as the Educator. Born 96 years ago, on a farm
in Maine, he died in his 60th year, actively engaged until
his death in educational work. He entered College at fifteen,
taught a district school, during what was called "the winter
vacation", a period of ten weeks between the fall and
spring sessions. He was paid $14.00 a month. The next winter
he had a large school, received $13.00 per month, and, for
a short time "boarding round" — a week, in turn, with
different families. Graduating from Bowdoin College, he
entered the U. S. Military Academy at West Point, as a
cadet. There, he was soon known as an abolitionist, a very
unpopular title at this Academy, where there were many of
Southern birth. So strong was his feeling, that a few
years later — when the Civil War broke out — he left the
position of instructor at West Point to accept the colonelcy
of a Maine regiment, fought throughout the war, lost his
arm at Fair Oaks, and received the Thanks of Congress for
his service at the battle of Gettysburg.

Father had, from childhood, been interested in the
negro. When he was six years old, his father had brought
to their home in Maine, a little negro lad, whom grandfather
had met and befriended in Troy, New York. The two boys
worked and played together for four years, and father said
he believed it a providential circumstance that he had had
this experience — for it relieved him of any prejudice that
would have hindered him in doing the work for Freedmen, which
years afterwards was committed to his care. During the war,
this interest was strengthened by what he saw of conditions
in the south, so that after the war, when he was told by the
Secretary of War, Edwin M. Stanton, that President Lincoln —
shortly before his death — expressed a decided wish that he should have the office of Commissioner of the Bureau of Refugees, Freedmen, and Abandoned Lands, so recently authorized by Congress. Father's mind was virtually made up to accept. When he returned to tell Mr. Stanton of his final decision, the Secretary took hold of a large oblong bushel basket, heaped with letters and documents and extended it with a smile, saying:— "Here, General, here's your Bureau."

In connection with this work were the schools he started for the negro children, but he found few satisfactory white teachers and fewer colored ones. There were some institutions, in the North, where negro teachers could be trained, others were opened in the South or normal schools added, as at Hampton and elsewhere. Among those continuing today, which he helped establish are: Straight University, New Orleans; Atlanta University, Georgia; Fisk University in Tennessee and Howard University, named for him and of which he was President as long as he remained head of the Freedmen's Bureau and lived in Washington, D. C. Throughout his life, he kept in touch with the latter University and visited it whenever in the city.

It was during this period that he came to Wilmington for the laying of the corner-stone of the two room primary school from which grew the Howard High School, at 12th & Orange Streets, — now outgrown and replaced by this splendid building we dedicate today.

Another institution father aided was Lincoln Memorial University at Cumberland Gap, Tennessee, as in his last interview with Mr. Lincoln, the President pointed out to him, on a map, where Virginia, Kentucky and Tennessee met, and spoke of the loyal mountaineers living there as "his people", for whom something should be done. The log cabin, where Lincoln was born, is not much more than a hundred miles from Lincoln Memorial University.

No sketch of father, by me, would be complete without mentioning mother. She was a beautiful woman — of strong character, reserved, unselfish, blessed with much common sense, and a very keen sense of humor; more interested in his career and in attending to the so-called house-wifely duties than in sharing the plaudits of his public life — and, to her, he turned for counsel and inspiration, writing her daily letters on his frequent journeys and sharing with her his joys and sorrows, his problems and his successes. He was ever sure of finding her a gracious hostess, whether they entertained the President of the United States, or included in the home circle — as in one instance — an ex-convict until he could make a new start in life.

Father always identified himself with the local Y. M. C. A. and his Church, wherever he lived, usually teaching an adult Bible class. He studied the Scriptures daily, rising one
hour earlier than the family to read his Bible — either in Latin, Greek, French, German, or English. He was, for many years, President of the American Home Missionary Society and identified with the Bible Society. A teetotaler, he taught and helped others to free themselves from the curse and slavery of drunkenness. I remember, when I was a little girl, how he helped men who were trying to give up drinking. He would go to the man’s place of business, day after day, and walk home with him until the man was able to resist the temptation to enter a saloon for a drink. The following incident of his boyhood shows how he felt at that age and also is interesting in view of his subsequent successful career. On his way to take his college examinations at Bowdoin, he, and a companion, stopped at a tavern to water the horses. His friend urged him to join in taking a drink of whisky, saying: — "Howard, you are ambitious, you would like to make something of yourself in the future. You do not expect to do it without ever taking a glass of liquor do you?" Father answered: — "He did not see what the taking of a glass of liquor had to do with the subject, that anyway he did not care to be great, and that he already was on a pledge to his mother and would not drink."

Father lectured and wrote in order to give his children an education. "The Fatherhood of God and the Brotherhood of Man" was a favorite title for a Sunday evening address, though his paid lectures were mostly on military subjects.

How he would have liked to speak to you today; contrasting the old conditions with the present, not failing to compliment you upon this building, but also thanking those who have created it, and — remembering the progress you have made since his first visit, give you a message for the future, no doubt, closing with the words — the simple and heart-felt words, he so often used: — "God bless you."